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PEDAGOGICAL STRATEGIES FOR INCREASING THE EFFICIENCY OF STUDENTS' INDIVIDUAL INDEPENDENT TASKS

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ABSTRACT
The article analyzes pedagogical strategies for improving the effectiveness of students' individual independent tasks in higher education. It examines issues related to the individualization of independent learning, the organization of the educational process within the credit-modular system, and the formation of individual learning trajectories. Special attention is given to the development of a functional model and the methodology for designing individual learning paths. The results of experimental work confirm the effectiveness of the proposed pedagogical strategies. The findings have practical significance for improving the quality of education in higher education institutions.
Key words: independent learning, individual tasks, pedagogical strategies, credit-modular system, learning effectiveness, functional model, individual learning trajectory, competence.

INTRODUCTION

Effective organization of independent educational activities of students in the higher education system is one of the urgent problems. It is necessary to form students not only as learners, but also as independent researchers, analysts and decision-makers. Therefore, the development of pedagogical strategies aimed at increasing the effectiveness of individual independent tasks is of scientific and practical importance.

The credit-module system has increased the demand for independent work of students. This requires teachers to introduce new pedagogical approaches, form individual trajectories and optimize the educational process.

LITERATURE REVIEW

The issue of organizing students' independent learning activities has been widely studied in pedagogical research. Modern educational reforms emphasize the transition from teacher-centered instruction to student-centered learning, where independent work becomes a crucial component of professional and personal development. The theoretical foundations of independent learning are reflected in the works of Uzbek and foreign scholars. According to Hasanboyeva et al. (2019), independent learning contributes to the development of cognitive activity, responsibility, and self-management skills among students. The authors emphasize that the effectiveness of independent work depends on the proper organization of educational tasks and methodological support.

Ishmuhamedov and Yuldashev (2017) highlighted the importance of innovative pedagogical technologies in improving students' learning outcomes. Their research demonstrated that interactive methods and modern educational technologies create favorable conditions for increasing learners' motivation and engagement in independent study. The issues of pedagogical competence and the formation of professional skills were extensively discussed by Muslimov et al. (2015). The authors noted that independent learning serves as an

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effective means of developing critical thinking, creativity, and lifelong learning competencies. They also stressed the role of teachers as facilitators in guiding students' educational activities.

The implementation of the credit-modular system in higher education has created new opportunities for individualizing the learning process. Studies on the foundations of the credit-modular system indicate that increasing the proportion of independent work enables students to take greater responsibility for their educational achievements and encourages self-directed learning.

Internationally, Anderson and Krathwohl (2001) revised Bloom's Taxonomy and proposed a framework that emphasizes higher-order thinking skills such as analyzing, evaluating, and creating. These competencies are closely connected with effective independent learning and are considered essential learning outcomes in modern higher education.

Recent studies also underline the significance of individual learning trajectories in improving educational effectiveness. Researchers argue that when learning activities are designed according to students' abilities, interests, and professional goals, academic performance and motivation significantly increase. However, despite considerable research on independent learning, there remains a need to develop practical pedagogical strategies and functional models that can effectively support students within the credit-modular system.

Therefore, the present study focuses on identifying and substantiating pedagogical strategies aimed at increasing the effectiveness of students' individual independent tasks and developing methodological approaches for designing individual learning trajectories in higher education.

RESEARCH METHODOLOGY

The following methods were used in the study:
theoretical analysis and generalization;
pedagogical observation;
comparison;
diagnostic questionnaires;
experimental work;
statistical analysis.

These methods were used to assess the effectiveness of students' independent educational activities and pedagogical strategies.

RESULTS AND ANALYSIS

The results of the study showed that the following approaches are effective in increasing the effectiveness of individualizing students' independent tasks:

Functional model: serves to develop students' self-management and independent work skills;

Individual trajectory: increases effectiveness in accordance with the student's abilities and interests;

Credit-module system: as the share of independent work increases, self-management competence develops in students;

In the experimental group: the level of mastery was higher than in the control group.

It was also found that the facilitator role of the teacher should be strengthened in the process of applying pedagogical strategies.

DISCUSSION

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The results obtained show that traditional approaches are not enough to effectively organize independent learning. An individual approach, digital technologies and interactive methods play an important role in modern education.

When the individual trajectory of students is formed in accordance with their level of mastery, interest and motivation, educational effectiveness increases significantly. This indicates the need for continuous improvement of pedagogical strategies.

CONCLUSION

The study demonstrated that improving the effectiveness of students' individual independent tasks is one of the key factors in enhancing the quality of higher education. In the context of the credit-modular system, independent learning has become an essential component of the educational process, requiring students to develop self-management, critical thinking, and decision-making skills.

The research findings confirmed that the application of pedagogical strategies based on individualization significantly increases students' academic performance and learning motivation. The developed functional model contributed to the systematic organization of independent learning activities, while the implementation of individual learning trajectories enabled students to achieve educational outcomes according to their abilities, interests, and professional goals. Experimental results revealed that students in the experimental group demonstrated higher levels of achievement, independence, and learning engagement compared to those in the control group. The study also highlighted the importance of strengthening the facilitator role of teachers, who should guide, support, and monitor students' independent educational activities rather than relying solely on traditional instructional methods.

Furthermore, the integration of innovative pedagogical technologies, digital learning tools, and interactive teaching methods creates favorable conditions for improving the efficiency of independent learning. Therefore, higher education institutions should continue to develop and implement student-centered pedagogical approaches that promote lifelong learning competencies.

In conclusion, the proposed pedagogical strategies, functional model, and methodology for designing individual learning trajectories can serve as effective tools for optimizing the educational process and improving the overall quality of higher education.

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